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ABSTRACT

The second implementation year of Classical Greek magnet programs in two elementary schools in the school district of Kansas City, Missouri, is evaluated. The Pitcher Classical Greek Magnet (PCGM) School and Woodland Classical Greek Magnet (WCGP) School programs emphasize a strong liberal arts education that reflects the classical Greek ideal of a strong mind and a strong body. The programs are characterized by a consistent emphasis on the physical and mental development of the student, and a rigorous academic program is enhanced by a challenging physical education regimen. Among the findings are the following: both schools made progress toward desegregation enrollment goals; site visits found evidence of theme implementation at both schools; teachers were generally positive, although WCGM teachers rated the degree of theme infusion lower than their PCGM counterparts, who reported that student misbehavior hindered theme implementation; more than half the Iowa Tests of Basic Skills achievement scores for both schools in reading, language arts, math, science, and social studies were at or below district and national levels; third grade Missouri Mastery and Achievement Test scores were weak compared to state or district levels; and extended day programs were in place both before and after school. Twelve tables and figures report on achievement scores, enrollment data, and perceptions of staff and parents. (LB)

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Formative Evaluation of the Year 2 Classical Greek Magnet Elementary Schools

1990-1991

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Evaluation Office

The School District of Kansas City, Missouri

August 1991

FL 020 402

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Formative Evaluation of the Year 2 Classical Greek Magnet Elementary Schools

1990-1991

Mark Seever
Program Evaluator

August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Executive Summary

Pitcher Classical Greek Magnet (PCGM) and Woodland Classical Greek Magnet (WCGM) have completed the second year of implementing the Classical Greek Theme. Enrollment in both programs was within six percentage points of planned capacity. PCGM's fifth grade and WCGM's third grade met the desegregation goal of 60% minority/40% non-minority. One other grade at PCGM and three other grades at WCGM were within four percentage points of that goal. Overall, both schools made progress toward the stated goal, although WCGM is further away from the goal than two years ago. Most students in 1990 who could return to their respective schools in 1991, did so.

Site visits found evidence of theme implementation in both schools. This evidence included theme related displays and athletic equipment. Observations of randomly selected classrooms also documented infusion of major thematic components. Other theme related activities, not observed in the classrooms but occurring none the less, are discussed.

Generally, teachers were positive about their respective schools. WCGM teachers rated the degree of theme infusion lower than did PCGM teachers. Teachers at PCGM listed the physical education program and the classics as strengths of the program, while teachers at WCGM listed the curriculum and theme as strengths of the program. PCGM teachers stated that student misbehavior hindered theme implementation. Improving student behavior would aid theme implementation at their school according to PCGM teachers, while WCGM teachers stated a stronger administration would aid theme implementation at their school. Parents and students were also positive about PCGM and WCGM. Both PCGM parents and WCGM parents listed location as an important reason for sending their child to the school they did.

More than half the ITBS achievement scores for both schools in reading, language arts, math, science and social studies were at or below district and national levels. Third grade MMAT scores for PCGM were comparable to district levels but were weak in comparison to state averages. WCGM third grade MMAT scores were comparable to district levels in reading/language arts but weak in comparison to both district and state levels in the other content areas.

Extended day programs were in place at PCGM and WCGM both before and after school. The programs included supervisory, tutorial and theme-related activities.

FORMATIVE EVALUATION
OF THE
YEAR 2 CLASSICAL GREEK
MAGNET ELEMENTARY SCHOOLS

1990 - 1991

Introduction

The Classical Greek Magnet Theme was implemented at Pitcher Classical Greek Magnet (PCGM) School and Woodland Classical Greek Magnet (WCGM) School with the start of the 1989-1990 school year. The *Long Range Magnet School Plan* (Hale & Levine, 1986) states that there should be two years of formative evaluations before a summative evaluation is conducted after the third year. This report outlines the schools' second year implementation of the magnet theme. Included in this report are demographic details, operational components, the degree to which thematic components were infused into regular classroom instruction, student achievement outcomes, parents, students and staff perception data and a report of the degree of adherence to the planning outlines that were developed by each school's site task force during the 1988-1989 school year (Pitcher Classical Greek Site Task Force, 1989)& (Woodland Classical Greek Site Task Force, 1989).

Program Description

During the 1990-1991 school year, the Classical Greek Magnet Program was in its second year of implementation at PCGM and WCGM. The Classical Greek Program, as defined in the *Long Range Magnet School Plan*, (Hale & Levine, 1986) was to be for those students who wanted a strong liberal arts education which reflected the classical Greek ideal of a strong mind and a strong body. The program was to be characterized by a consistent emphasis on the physical and mental development of the student. A rigorous academic program was to be enhanced by a challenging physical education regimen. Students enrolled in this program should plan to continue their studies past the secondary level, enrolling in college, junior college, or a vocational program. The curriculum of the Classical Greek program was to emphasize study skills, research techniques, decision making, problem solving and team building. Independent learning was to be a key factor for students in these magnet schools.

Evaluation Design

This evaluation of the Classical Greek Program at PCGM and WCGM focuses upon the second year of implementation and will address the following questions:

1. What are the student demographics of the two schools?
2. To what degree is the program being implemented at both schools as outlined in their respective site outlines?
3. What are the perceptions of parents, students, teachers, and resource personnel regarding the program?
4. What are the reading, language arts, math, science and social studies achievement levels across each grade level as measured by the Iowa Tests of Basic Skills (ITBS) and the Missouri Mastery and Achievement Tests (MMAT)?
5. What are the services provided by the Extended Day Program and what are the racial demographics of the students participating in the program?

Demographic data were collected and reviewed to report composition of the student body of each school, as well as the enrollments of the Extended Day Programs.

On-site visits were made to ascertain operational components of the program. These components included the availability of materials and resources, course offerings and the general environment of the school. Observations were conducted to determine to what extent thematic components were in place in regular classrooms and school-wide.

Outcomes on the ITBS and MMAT are reported for both schools by grade level.

Surveys were administered to teachers, students and parents to determine their perceptions of the program. Survey items focused on program implementation, the degree to which the program accomplished its goals and objectives during the 1990-1991 school year, parental involvement, the attitudes and reactions of the students and implementation of program components.

Results

Enrollment

Program capacity. To determine whether PCGM and WCGM reached their program capacities, data used by the Kansas City, Missouri School District's (KCMSD) Admissions Office for placement of students in magnet programs and data from the Research Office were reviewed. The results are presented in Table 1 by grade level. PCGM's fifth grade was closest

Table 1

Pitcher/Woodland Classical Greek Magnets
Capacity & Actual Enrollment
September 1990

School Grade	Program Capacity[1]	Actual[2]	Difference	% of Capacity
Pitcher				
Kind.	44	39	-5	89%
First	44	52	+ 8	118%
Second	66	58	-8	88%
Third	66	59	-7	89%
Fourth	81	72	-9	89%
Fifth	81	78	-3	96%
Total	382	358	-24	94%
Woodland				
Kind.	66	65	-1	98%
First	66	63	-3	95%
Second	110	106	-4	96%
Third	66	55	-11	83%
Fourth	81	81	----	100%
Fifth	81	76	-5	94%
Total	470	446	-24	95%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity utilized by the Admissions Office when placing students in magnet programs.

2 From *September 26, 1990 Student Membership* (Research Office, 1990).

to full capacity with a rate of 96%, indicating that it was three students short of expectations. The capacity rates of the remaining grades ranged from 88% in second grade to 118% in first grade. Overall, PCGM was filled to 94% capacity, 24 students less than expected.

The fourth grade at WCGM was exactly at 100% capacity, while capacity rates for the rest of the grades ranged from 83% in third grade to 98% in kindergarten. Taken as a whole, WCGM attracted 24 students less than expected a capacity rate of 95%.

Minority and non-minority enrollment. The Federal court has specified enrollment guidelines (60% minority/40% non-minority), as an indicator of successful program implementation and as a measure of the effectiveness of accomplishing desegregation reform efforts. Enrollment figures cited in this report were drawn from the student membership reports prepared by the district's Research Office. Figures are based on enrollment data collected on the fourth Wednesday in September.

Enrollment and racial composition results for PCGM and WCGM are presented in Table 2 by grade level for the past three years. In 1988-1989, the year before PCGM became a magnet

Table 2

Pitcher/Woodland Classical Greek Magnets
Minority & Non-Minority Enrollment by Grade
September 1988, 1989, 1990

	September 1988				September 1989				September 1990			
School	Minority		Non-Minority		Minority		Non-Minority		Minority		Non-Minority	
Grade	N	%	N	%	N	%	N	%	N	%	N	%
Pitcher												
Kindergarten	10	15%	57	85%	24	59%	17	41%	22	56%	17	44%
First	14	17%	69	83%	12	20%	48	80%	27	52%	25	48%
Second	21	31%	47	69%	11	20%	43	80%	19	33%	39	67%
Third	21	34%	40	66%	20	32%	43	68%	23	39%	36	61%
Fourth	24	35%	44	65%	42	59%	29	41%	38	53%	34	47%
Fifth	25	35%	46	65%	35	47%	40	53%	47	60%	31	40%
School Total	115	28%	303	72%	144	40%	220	60%	176	49%	182	51%
Woodland												
Kindergarten	117	96%	5	4%	25	63%	15	38%	41	63%	24	37%
First	---	-----	---	-----	91	90%	10	10%	44	70%	19	30%
Second	---	-----	---	-----	13	65%	7	35%	80	75%	26	25%
Third	---	-----	---	-----	25	58%	18	42%	33	60%	22	40%
Fourth	123	58%	90	42%	29	58%	21	42%	48	59%	33	41%
Fifth	112	49%	115	51%	114	60%	77	40%	46	61%	30	39%
School Total	352	63%	210	37%	297	67%	148	33%	292	65%	154	35%

Note: Percentages are rounded to the nearest whole percent. Enrollment figures are from *September 28, 1988, Student Membership* (Research Office, 1988); from *September 27, 1989, Student Membership* (Research Office, 1989); and from *September 26, 1990, Student Membership* (Research Office, 1990).

school, the student population was 28% minority/72% non-minority. During the first year of implementation, 1989-1990, PCGM's population was 40% minority/60% non-minority. This represented favorable movement in the intended direction of 60% minority/40% non-minority. The enrollment shift continued in 1990-1991 as the student population of PCGM was 49% minority/51% non-minority. There was fluctuation among grades as to racial composition, with fifth grade attaining the goal set by the court. Minority enrollment in the other grades ranged from 33% in second grade to 56% in kindergarten. First, second, third and fifth grades made progress toward the guidelines. Data over the last three years indicate a strong trend towards achieving set enrollment guidelines at PCGM.

The year prior to WCGM becoming a magnet, 1988-1989, its student body was 63% minority/37% non-minority. The racial composition diverged from the court's guidelines in 1989-1990, WCGM's first year of implementation. The overall composition increased to 67%

minority/33% non-minority. It should be noted that WCGM added first, second and third grades in 1989-1990. WCGM's student population this past year, 1990-1991, was 65% minority/35% non-minority, a move in the intended direction but further from the enrollment guidelines than before the Classical Greek theme was implemented. Third grade was at the 60% minority/40% non-minority level, while fourth and fifth grades were within one percent. Minority enrollment in the other grades ranged from 63% in kindergarten to 75% in second grade. At WCGM, there was improvement in minority enrollment at first, third and fourth grades over the previous year.

Class size. The 1985 court order specifies student class size guidelines for the elementary school classroom. The court order stipulated a maximum of 22 students in a classroom for kindergarten, first, second and third grades, and a maximum of 27 students for grades four and five.

According to the district's *January 30, 1991 Elementary School Organization & Membership* computer printout (Research Office, 1991), all classrooms across both schools are in compliance with the class size requirement. In fact, 71% of PCGM's and 64% of WCGM's kindergarten, first, second and third grade classrooms had less than 22 students. Of the fourth and fifth grade classrooms, 60% at PCGM and 63% at WCGM had less than the maximum 27 students.

Returning students. In an effort to determine if students were staying with the program over time, testing data were reviewed. Students who were tested at each school in 1990 were identified and tracked to see where they were tested in 1991. The reader is reminded that this method will identify only students tested in the schools in spring of 1990 and spring 1991. Results are presented in Table 3 by school and grade level. Fifth graders in 1990 were not tracked because they should have moved on to middle school. Eighty-two percent of the 1990 students in both kindergarten and first grade at PCGM returned in 1991. The return rate of 1990 PCGM second and third graders was 74%, while 88% of the 1990 fourth graders returned in 1991. Overall, of the 293 students at PCGM during 1990 in grades kindergarten through fourth, 234 returned in 1991 a returning rate of 80%.

WCGM 1990 fourth graders returned in 1991 at a rate of 89%. The return rate of the remaining grades ranged from 70% for 1990 third graders to 87% for 1990 first graders. Overall, of the 260 students at WCGM during 1990 in grades kindergarten through fourth, 219 returned in 1991 a returning rate of 84%

Table 3

Pitcher/Woodland Classical Greek Magnets
Number & Percent of Students Tested
at Same School in 1991 as in 1990

School	1990	Tested 1991	
Grade in 1990	N	N	%
Pitcher			
Kindergarten	44	36	82%
First	61	50	82%
Second	58	43	74%
Third	66	49	74%
Fourth	64	56	88%
Total	293	234	80%
Woodland			
Kindergarten	40	34	85%
First	101	88	87%
Second	21	18	86%
Third	43	30	70%
Fourth	55	49	89%
Total	260	219	84%

Note: Percentages are rounded to the nearest whole percent. Data from KCMSD's Testing Office for Spring 1990 and Spring 1991.

Theme Implementation

To determine the extent of program implementation, data were collected during site visits, classroom observations and by reviewing documents supplied by the schools. Results of these activities are presented in the following sections.

Visible evidence. The casual visitor to either PCGM or WCGM would have no trouble in identifying the theme being implemented. Site observations for type of visible evidence at PCGM found that 67% were theme related displays located most often in individual classrooms. Types of displays included information on historical figures, multi-cultural themes, art and architecture, and student work. Physical Education equipment, located most often in the gyms and swimming pool area, accounted for 28% of the evidence. Special exhibits, generally located in the exhibit case by the main entrance, constituted the remaining 5% of visible evidence found at PCGM. In addition, every room observed at PCGM had either a Greek name or number that referred to it.

Theme related displays accounted for 79% of the evidence at WCGM, found most often in hallways and individual classrooms. Types of displays included information on historical figures, multi-cultural themes, flags, art and architecture, models of Greek communities, and student work. Twenty-one percent of the visible evidence found at WCGM consisted of athletic equipment, located in the gyms and pool area. Every room observed at WCGM had a Greek name, Greek number or a chart depicting the Greek alphabet.

Classroom observations. Observations in randomly selected classrooms were conducted at both schools, across all subject areas, to determine the degree of program implementation. An observation consisted of 15 minutes with each minute representing a new observation interval. One thousand two hundred and one minutes of classroom observation intervals involving 1,518 students at PCGM and 1,373 minutes involving 2,069 students at WCGM were completed for this evaluation.

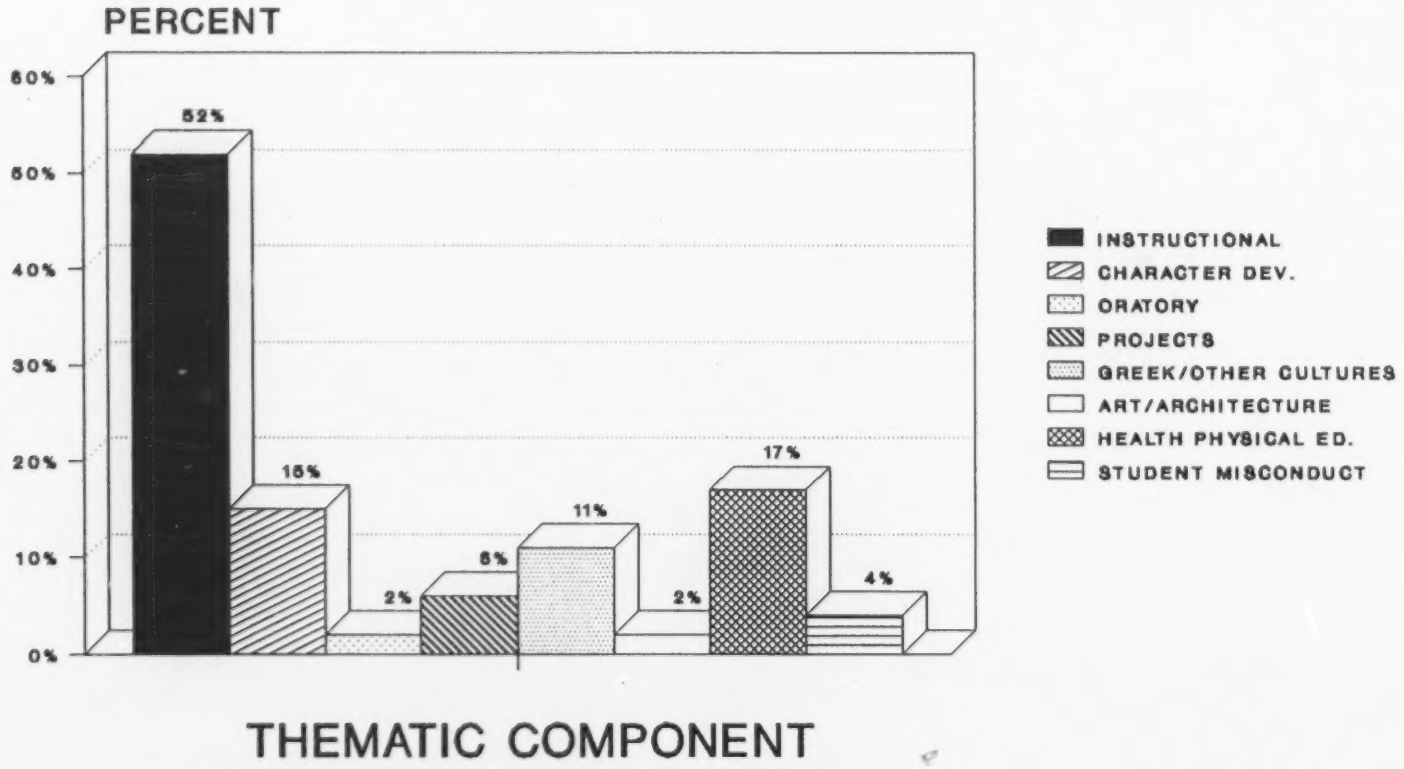
After reviewing PCGM's planning outline, seven program components were identified: 1) instructional, 2) character development, 3) oratory, 4) projects, 5) Greek/other cultures, 6) art/architecture and 7) health/physical education. In addition, student misconduct was observed. Results of classroom observations, conducted at PCGM, based on these eight areas are presented in Figure 1. The reader is cautioned that there are no established standards with regard to the ideal degree of implementation. The following results only describe what was occurring in PCGM's second year of implementation.

Instructional component. According to the planning outline, teachers were to conduct their classes using the Socratic method, concept development, inquiry and question and answering techniques. Students were to be taught reasoning and critical thinking skills. Activities related to the instructional component were observed in 52% of the observation intervals.

Character development. The character development component included experiences designed to help students learn about community, democratic society and citizenship, and develope a set of values and positive attitudes. Students were also to establish and participate in a student council. This component was observed in classrooms 15% of the time.

In September, a political campaign was run culminating in the election of a student council. Members met every Wednesday in October for organizational purposes then meetings were bi-weekly. Laws were established and students were fined for breaking those laws. A token economy was established with PCGM "money" (drachmas) provided in September. Each student started with the same amount and could earn more drachmas for appropriate behavior

FIGURE 1
PITCHER CLASSICAL GREEK MAGNET
THEME INFUSION



1990-1991 CLASSROOM OBSERVATIONS

while losing drachmas, through fines levied, for inappropriate behavior. Twice a month students who had earned drachmas were allowed to shop at the PCGM store.

Oratory component. Students were to participate in open forums, public speaking, discussions, debate, drama and rhetoric. Students were observed engaged in activities related to this component two percent of the time.

Project component. Students were to design projects in art, science, music, math and literature. This component was observed in six percent of the observation intervals.

Greek/other cultures. This component involved student exposure to Greek and other cultures' mythology and to other cultural and ethnic groups. Activities related to this component were observed in 11% of the observation intervals.

A collection of Greek ceramics and clothing borrowed from the Nelson Art Museum were on display in the exhibit case by the main entrance. In addition, every month during the year a Greek play was presented by each grade level.

Art/architecture. Students were to be exposed to Greek art and architecture. This component was observed in classrooms two percent of the time.

The Artist-in-Residence Program, presented several activities over the course of the year including; weaving, textiles, mask making, ceramic tiles, sculpture, art history, jazz workshops and jazz trio. In addition, the art teacher conducted a three week unit on art and architecture culminating in a project and every grade at PCGM went on at least one field trip to the art gallery.

Health and physical education component. Students were to participate in a total fitness program, sports games and events. Students were engaged in activities related to this component in 17% of the observation intervals.

Each month a different sport was identified. Information about each sport was presented to students and included the origin, equipment, play, rules, history, glossary of terms and quizzes. The Olympics were held in June with students participating in a number of sporting events.

Student misconduct. Because students at PCGM were to learn about and acquire positive characteristics, it was decided to observe incidents of student misconduct as another way of assessing program implementation. Student misbehavior that took significant teacher time away from classroom activities were counted in this component. Classroom observations found this component in four percent of the intervals.

Seven similar program components were identified after reviewing WCGM's planning outline. They were: 1) instructional, 2) character development, 3) math/science, 4) classics, 5) Greek/other cultures, 6) art/architecture and 7) athletic. In addition, student misconduct was observed. Again the following results, presented in Figure 2, only describe what was occurring in WCGM's second year of implementation.

Instructional component. Teachers were to use the Socratic method of instruction in their classroom. Science was to be inquiry-based while students were taught problem solving skills. Activities related to this component were observed in 49% of the observation intervals.

Character development. The character development component included experiences designed to help students learn about democracy, teamwork, community, family, school and country. Students were to become active and responsive citizens by establishing and participating in a student government. Lastly, students were to learn self-discipline. This component was observed in classrooms 12% of the time.

Before school, students assembled in the auditorium for the morning ceremony, which consisted of announcements and the Pledge of Allegiance. Student council elections were held in December as was the first student council meeting. The student council met in the Forum once or twice a month.

Math/science component. Students were to engage in hands-on and measuring activities. Further, students were to be taught geometry and computational skills. Students were observed participating in activities related to this component nine percent of the time.

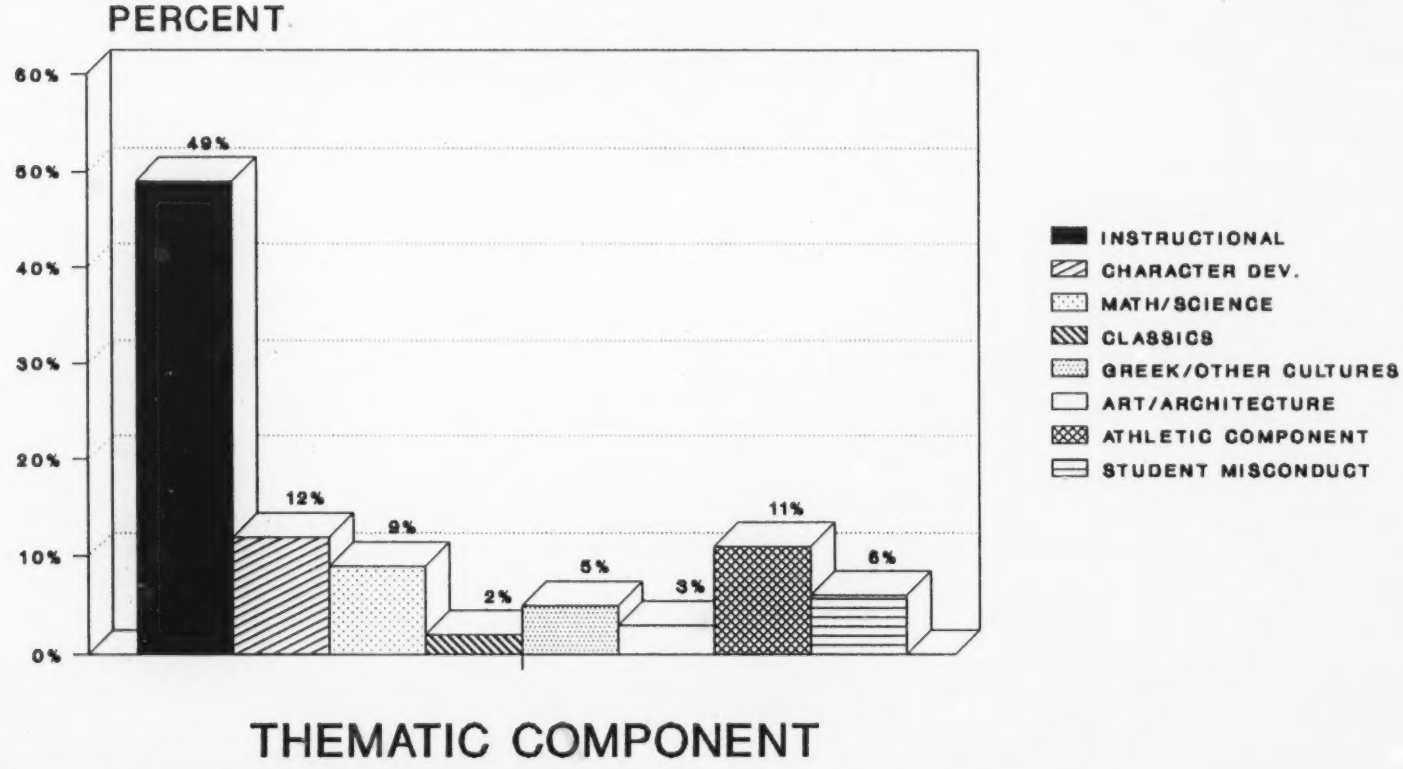
Classics component. Students were to be exposed to the Great Books Program, classical literature, and children's classics. Humanities and history were to be stressed. Activities related to this component were observed in two percent of the intervals.

Field trips to the Folly Theatre were scheduled for presentations of The Paper Bag Players, Harold and The Purple Crayon and Hansel and Gretel.

Greek/other cultures. Students were to become more aware of different cultures and ethnic groups, while studying mythology, fables and fairy tales. This component was observed in classrooms five percent of the time.

Greek mythology discussed throughout the year included Bellerophon, Narcissus, Persephone and Zeus and his Family. Students in third, fourth and fifth grades attended a performance of Families, a program designed to introduce students to the fundamental differences and similarities found in family relationships around the world. The actors

FIGURE 2
WOODLAND CLASSICAL GREEK MAGNET
THEME INFUSION



1990-1991 CLASSROOM OBSERVATIONS

performed folk tales and stories from different countries which dealt with family issues and self-esteem.

Art/architecture. Students' art instruction was to include studio art, art history, art criticism and fine arts. Students were engaged in activities related to this component three percent of the time.

The Artist-in-Residence Program at WCGM consisted of the same programs as those presented at PCGM which were listed above. Students in fourth and fifth grades attended a performance of the Alvin Ailey dancers at the Midland theatre. A visual artist using a painting technique called pointillism worked with students. Students discussed this art form and compared it with Greek art forms already studied.

Athletic component. Students were to participate in the Sports of the Olympiad including; gymnastics, swimming, soccer and track and field. Students were observed in activities related to this component 11% of the time.

The WCGM Olympic Games were held over a three day period in June. Seventeen events were held with students competing individually and as a team. Students participated in a "parade of athletes" and a "roll call of rooms". Opening and closing ceremonies were also conducted.

Student misconduct. Because students at WCGM were to learn about and acquire positive characteristics, it was decided to measure incidents of student misbehavior as another means of assessing program implementation. Student misconduct that took significant teacher time away from the class were counted in this component. Classroom observations found this component in six percent of the intervals.

Perceptions

Faculty perceptions. In the spring, faculty completed a perception survey on the progress of theme implementation at PCGM and WCGM. Data were collected from 44 staff members, 22 from each school, and the results are presented in Table 4 by school. Generally, faculty perceptions were positive about PCGM/WCGM's second year of implementation. Teachers enjoyed teaching at their respective schools, according to 96% of those surveyed (item 1). All of the teachers surveyed at WCGM found staff development sessions helpful in the classroom, representing an increase of 31 percentage points over fall's results, while 64% at PCGM found them helpful, a decrease of 25 percentage points (item 3). Asked if they were with their students enough to cover the basics 86% of the PCGM teachers and 59% of the WCGM

Table 4

Pitcher/Woodland Classical Greek Magnets
Teacher Perceptions
Spring 1991

Item Content	Responses	Pitcher N	Pitcher %	Woodland N	Woodland %
1. I enjoy teaching at PCGM/WCGM.	Agree	21	96%	21	96%
	Disagree	1	5%	1	5%
	No Opinion	---	------	---	------
2. I believe most parents are involved at PCGM/WCGM.	Agree	8	36%	6	27%
	Disagree	13	59%	16	73%
	No Opinion	1	5%	---	------
3. I find the activities covered in staff development sessions help me in the classroom.	Agree	14	64%	22	100%
	Disagree	6	27%	---	------
	No Opinion	2	9%	---	------
4. The building administration has provided the support I need to conduct my classes.	Agree	18	82%	17	77%
	Disagree	3	14%	5	23%
	No Opinion	1	5%	---	------
5. I believe the study of the classics has improved most students' academic achievement.	Agree	8	36%	11	50%
	Disagree	8	36%	8	36%
	No Opinion	6	27%	3	14%
6. I feel the climate of the school is good.	Agree	13	59%	12	55%
	Disagree	8	36%	9	41%
	No Opinion	1	5%	1	5%
7. The academic support services (counselors, office staff, etc.) have provided the support I need to conduct my classes.	Agree	18	82%	16	73%
	Disagree	2	9%	5	23%
	No Opinion	2	9%	1	5%
8. The physical plant support services (maintenance, janitorial, etc.) have provided the support I need to conduct my classes.	Agree	20	91%	20	91%
	Disagree	1	5%	1	5%
	No Opinion	1	5%	1	5%
9. I am with my students enough to cover the basics.	Agree	19	86%	13	59%
	Disagree	1	5%	9	41%
	No Opinion	2	9%	---	------
10. The physical education program at PCGM/WCGM is more extensive than at other elementary schools.	Agree	19	86%	11	50%
	Disagree	1	5%	9	41%
	No Opinion	2	9%	2	9%
11. I believe most students are benefitting from the physical education program.	Agree	21	96%	12	55%
	Disagree	---	------	9	41%
	No Opinion	1	5%	1	5%
12. The facilities are conducive to the program's goals and objectives.	Agree	20	91%	18	82%
	Disagree	---	------	4	18%
	No Opinion	2	9%	---	------
13. Greek culture has been infused into the classical Greek curriculum.	Agree	21	96%	16	73%
	Disagree	---	------	3	14%
	No Opinion	1	5%	3	14%

Table 4 (Continued)

Pitcher/Woodland Classical Greek Magnets
Teacher Perceptions
Spring 1991

Item Content	Responses	Pitcher N	Pitcher %	Woodland N	Woodland %
14. I regularly infuse Greek culture and other curricular components into classroom activities.	Agree	19	86%	16	73%
	Disagree	2	9%	3	14%
	No Opinion	1	5%	3	14%
15. Students have the opportunity to practice democratic prineiples.	Agree	20	91%	12	55%
	Disagree	---	-----	7	32%
	No Opinion	2	9%	3	14%
16. Overall, I feel PCGM/WCGM is accomplishing its goals and objectives.	Agree	18	82%	14	64%
	Disagree	2	9%	4	18%
	No Opinion	2	9%	4	18%

Note: Percentages are rounded to the nearest whole percent.

teachers agreed (item 9). Eighty-six percent of the teachers at PCGM believed that the physical education program at their school was more extensive than at other elementary schools, while half of the teachers surveyed at WCGM agréed (item 10). This represented a decrease of 14 percentage points from fall's results for WCGM teachers. Most students are benefiting from the physical education program according to 96% of the PCGM teachers, representing an increase of 11 percentage points, while 55% of the WCGM teachers agreed (item 11). Ninty-one percentof the teachers at PCGM and 82% at WCGM agreed that their respective facilities were conducive to the program's goals and objectives (item 12). In the fall, 97% of the teachers at WCGM agreed with this statement. Greek culture has been infused into the Classical Greek curriculum according to 96% of the respondents from PCGM and 73% of the respondents from WCGM (item 13). For WCGM this represented an increase of 15 percentage points over fall's results. Eighty-six percent of the teachers at PCGM and 73% at WCGM, a decrease of 12 percentage points from fall, agreed that they regularly infused Greek culture and other curricular components into classroom activities (item 14). When asked if students had the opportunity to practice democratic principles, 91% of the respondents at PCGM and 55% of the respondents at WCGM agreed (item 15).

There were areas of concern however. Fifty-nine percent of the teachers at PCGM and 73% of the teachers at WCGM did not believe that parents were involved at their respective schools (item 2). Thirty-six percent of the respondents from PCGM, representing a decrease

of 23 percentage points, and 50% of the respondents from WCGM, believed that the study of the classics had improved most students' academic achievement (item 5). Percent of positive perceptions of the school climate (item 6) fell drmatically since fall at both schools (26%). A little over half of PCGM and WCGM teachers agreed the school climate was good (59% and 55% respectively).

Large differences between fall and spring surveys occurred on several items in addition to those listed above. Eighty-two percent of the teachers at PCGM and 77% of the teachers at WCGM, representing a decrease of 20 percentage points from fall's survey, agreed that the building administration had provided the support needed to conduct their classes (item 4). Their respective schools were accomplishing the designated goals and objectives according to 82% of the respondents from PCGM, a decrease of 11 percentage points from fall, while 64% of the respondents at WCGM agreed, a decrease of 27 percentage points (item 16).

Teachers were asked to rate eight components of the Classical Greek Theme on the amount of implementation taken place at their respective schools this year. Ratings were averaged and results are presented in Table 5 by school. PCGM's mean ratings ranged from 4.75 (out of a five point scale) for the physical education component, to 3.80 for the use of mythology. Mean ratings for WCGM ranged from 3.55 for the Artist-in-Residence Program to 2.73 for infusion of social studies.

Faculty were asked to comment on the strong points of the program and hindrances to program implementation and also to make suggestions to aid in improving PCGM/WCGM. Comments are summarized here if they were included on at least ten percent of the surveys. Teachers at PCGM mentioned the physical education program as a strength on 41% of the surveys, while the classics were included on 18%. Eighteen percent of the WCGM teachers mentioned the curriculum and theme as strengths of the program.

PCGM teachers listed discipline problems on 23% of the surveys as a hindrance to program implementation. Fourteen percent of the PCGM teachers stated that more discipline would aid in improving the program, while 32% of the respondents from WCGM listed that a stronger administration would improve their program.

Parent perceptions. In May, phone interviews were conducted with randomly selected parents concerning program implementation at PCGM/WCGM. Completed surveys for 88 PCGM parents and 90 WCGM parents were collected and the results are presented in Table 6. Parents appear to have very favorable perceptions of PCGM and WCGM. Ninety-six

Table 5

Pitcher/Woodland Classical Greek Magnets
Responses to Teacher Survey Addendum
Spring 1991

Component / School	Responses[1] 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %	Average
1. **Great Books Program**:													
Pitcher	1	5%	1	5%	4	18%	5	23%	7	32%	4	18%	3.89
Woodland	---	-----	2	9%	14	64%	1	5%	2	9%	3	14%	3.16
2. **Use of Mythology**:													
Pitcher	---	-----	2	9%	6	27%	6	27%	6	27%	2	9%	3.80
Woodland	---	-----	4	18%	13	59%	2	9%	3	14%	---	-----	3.18
3. **Infusion of Social Studies**:													
Pitcher	---	-----	---	-----	5	22%	9	41%	6	27%	2	9%	4.05
Woodland	2	9%	7	32%	8	36%	5	23%	---	-----	---	-----	2.73
4. **At least 2 hours of physical education a week**:													
Pitcher	---	-----	1	5%	---	-----	2	9%	17	77%	2	9%	4.75
Woodland	---	-----	11	50%	6	27%	1	5%	4	18%	---	-----	2.91
5. **Artist-in-Residence Program**:													
Pitcher	---	-----	1	5%	3	14%	6	27%	9	41%	3	14%	4.21
Woodland	---	-----	---	-----	15	68%	2	9%	5	23%	---	-----	3.55
6. **Student Government**:													
Pitcher	---	-----	1	5%	1	5%	5	23%	14	64%	1	5%	4.52
Woodland	---	-----	7	32%	7	32%	3	14%	5	23%	---	-----	3.27
7. **Questioning stragegies**:													
Pitcher	---	-----	1	5%	1	5%	11	50%	7	32%	2	9%	4.20
Woodland	---	-----	4	18%	11	50%	3	14%	3	14%	1	5%	3.24
8. **Student discussion strategies**:													
Pitcher	---	-----	1	5%	3	14%	7	32%	9	41%	2	9%	4.20
Woodland	---	-----	4	18%	11	50%	5	23%	1	5%	1	5%	3.14

Note: Percentages are rounded to the nearest whole percent.

1 Response codes: 1 = Not at All; 2 = Minimally; 3 = Average; 4 = Above Average; 5 = Totally; 6 = Not Applicable.

Table 6

Pitcher/Woodland Classical Greek Magnets
Parent Perceptions
Spring 1991

Item Content	Response Alternatives	Pitcher N	Pitcher %	Woodland N	Woodland %
1. Students are selected for magnet schools fairly.	Agree	63	72%	80	89%
	Disagree	25	28%	10	11%
2. My child's application was handled in a reasonable amount of time.	Agree	77	88%	70	78%
	Disagree	11	13%	20	22%
3. PCGM/WCGM was my child's first choice.	Agree	75	85%	81	90%
	Disagree	13	15%	9	10%
4. Communications from PCGM/WCGM have been helpful and understandable to me.	Agree	84	96%	84	93%
	Disagree	4	5%	6	7%
5. My participation at PCGM/WCGMis encouraged.	Agree	83	94%	84	93%
	Disagree	5	6%	6	7%
6. Overall, the administration at PCGM/WCGM is responsive to my concerns.	Agree	86	98%	84	96%
	Disagree	2	2%	4	5%
7. Overall, I am satisfied with the teachers at PCGM/WCGM.	Agree	80	91%	85	96%
	Disagree	8	9%	4	5%
8. I am satisfied with the progress my child has made in basic skills areas at PCGM/WCGM.	Agree	80	91%	81	91%
	Disagree	8	9%	8	9%
9. I am satisfied with the progess my child has made in physical education classes at PCGM/WCGM.	Agree	83	94%	86	97%
	Disagree	5	6%	3	3%
10. Overall, I am satisfied wtih PCGM/WCGM.	Agree	84	97%	85	97%
	Disagree	3	3%	3	3%
11. My child enjoys participating in art activities at PCGM/WCGM.	Agree	84	96%	88	99%
	Disagree	4	5%	1	1%
12. I understand the Classical Greek magnet theme.	Agree	77	88%	66	74%
	Disagree	11	13%	23	26%
13. Overall, my child feels good about the education he/she is receiving at PCGM/WCGM.	Agree	84	96%	86	97%
	Disagree	4	5%	3	3%
14. I believe that PCGM/WCGM is kept clean and in good repair.	Agree	88	100%	88	99%
	Disagree	----	------	1	1%
15. I believe that PCGM/WCGM offers a quality education to all students.	Agree	85	97%	86	97%
	Disagree	3	3%	3	3%
16. I believe PCGM/WCGM offers a safe environment for my child.	Agree	87	99%	89	100%
	Disagree	1	1%	----	------
17. My child enjoys reading and discussing books from the Great Books Program.	Agree	80	91%	74	83%
	Disagree	8	9%	15	17%
18. My child usually shares with me his/her day's activities at PCGM/WCGM.	Agree	88	100%	86	97%
	Disagree	----	------	3	3%

Table 6 (Continued)

Pitcher/Woodland Classical Greek Magnets
Parent Perceptions
Spring 1991

Item Content	Response Alternatives	Pitcher N	Pitcher %	Woodland N	Woodland %
19. My child enjoys the swimming program at PCGM/WCGM.	Agree	85	97%	88	99%
	Disagree	3	3%	1	1%
20. I would recommend PCGM/WCGM to other parents.	Agree	84	96%	88	99%
	Disagree	4	5%	1	1%
21. My child rides in a bus or taxi to school.	Agree	64	73%	57	63%
	Disagree	24	27%	33	37%
22. The transportation of my child to and from PCGM/WCGM is done in a reasonable amount of time.[1]	Agree	43	67%	28	49%
	Disagree	21	33%	29	51%
23. I believe the trasportation of my child to and from PCGM/WCGM is provided safely.[1]	Agree	42	66%	25	44%
	Disagree	22	34%	32	56%
24. All of my elementary age children go to PCGM/WCGM.	Agree	65	74%	78	87%
	Disagree	23	26%	12	13%

Note: Percentages are rounded to the nearest whole percent.

1 Asked only of those parents agreeing with item 21.

percent of the PCGM parents and 93% of the WCGM parents agreed that communications from the schools have been clear and understandable to them (item 4). When asked if the administration had been responsive to their concerns, 98% of the respondents from PCGM and 96% of the respondents from WCGM agreed (item 6). Overall, 91% of those surveyed from PCGM and 96% of those surveyed from WCGM were satisfied with the teachers at their schools (item 7). Ninety-four percent of the parents from PCGM and 97% of the parents from WCGM were satisfied with their child's progress in physical education classes (item 9). Overall, 97% of PCGM and WCGM parents were satisfied with their respective schools (item 10). When asked if their child enjoyed the art activities, 96% of the respondents from PCGM and 99% of the respondents from WCGM agreed (item 11). According to 96% of the parents surveyed from PCGM and 97% of the parents surveyed at WCGM agreed that their child felt good about the education they were receiving, (item 13). All of the parents surveyed from PCGM and 99% of the parents surveyed from WCGM believed that their respective school was kept clean and in good repair (item 14). When asked if their school offered a quality

education to all students, 97% of the parents from PCGM and WCGM agreed (item 15). Ninety-nine percent of the respondents from PCGM and all of the respondents from WCGM believed that their respective school offered a safe environment for their child (item 16). Their child usually shared the day's activities with them according to 100% of the parents surveyed from PCGM and 97% of the parents surveyed from WCGM (item 18). When asked if their child enjoyed the swimming program, 97% of the respondents from PCGM and 99% of the respondents from WCGM agreed (item 19). Ninety-six percent of the PCGM parents and 99% of the WCGM parents would recommend their respective school to other parents (item 20).

In open-ended questions, parents were asked how they learned about PCGM/WCGM and why they chose to send their children there. Forty-four percent of the parents surveyed stated that they learned about PCGM because they had attended the school. The location was mentioned by 22% of the respondents, while the district was mentioned by 17% of the respondents as the source of learning about PCGM. Thirty-six percent of the WCGM parents surveyed stated that they learned about the school because they live close to it, while 23% learned about WCGM through information from the district office. An additional 20% of the respondents learned about WCGM because they had another child attend there. Fifty-eight percent of the parents from PCGM and 36% of the parents from WCGM listed the location as a reason for sending their child to their respective schools.

Student perceptions. Late in the second semester students were surveyed about the second year of theme implementation at PCGM/WCGM. Results compiled from 115 completed surveys from PCGM and 122 completed surveys from WCGM are presented in Table 7. Sixty-eight percent of the students from PCGM and 86% of the students from WCGM felt welcome in all their classes (item 2). When asked if they liked the physical education activities at their respective schools, 89% of the respondents from PCGM and 92% of the respondents from WCGM agreed (item 5). Seventy-seven percent of the students surveyed from PCGM and 90% of the students surveyed from WCGM liked their teachers (item 6). When asked if they learned a lot about communities, 76% of those surveyed from PCGM and 90% of those surveyed from WCGM agreed (item 8). Ninety percent of the students from PCGM and 97% of the students from WCGM agreed that there was a student government at their respective schools (item 9). When asked if their school was safe, 74% of the respondents from PCGM and 85% of the respondents from WCGM agreed (item 10).

Table 7

Pitcher/Woodland Classical Greek Magnets
Student Perceptions
Spring 1991

Item Content	Response Alternatives	Pitcher N	Pitcher %	Woodland N	Woodland %
1. I like coming to school every day.	Agree	77	68%	100	84%
	Disagree	37	33%	19	16%
2. I feel welcome in all my classes.	Agree	78	68%	102	86%
	Disagree	36	32%	17	14%
3. I think the rules at PCGM/WCGM are too strict.	Agree	53	48%	63	54%
	Disagree	58	52%	54	46%
4. I like doing the homework assignments the teachers give me.	Agree	58	54%	86	75%
	Disagree	50	46%	29	25%
5. I like the physical education activities at PCGM/WCGM.	Agree	101	89%	110	92%
	Disagree	13	11%	9	8%
6. I like the teachers at PCGM/WCGM.	Agree	88	77%	106	90%
	Disagree	26	23%	12	10%
7. I think this is a clean school.	Agree	85	76%	93	82%
	Disagree	27	24%	20	18%
8. I have learned a lot about communities this year.	Agree	86	76%	104	90%
	Disagree	27	24%	12	10%
9. We have a student government at PCGM/WCGM.	Agree	103	90%	112	97%
	Disagree	11	10%	4	3%
10. I think my school is safe.	Agree	83	74%	101	85%
	Disagree	30	27%	18	15%
11. I ride in a taxi or bus to school.	Agree	91	79%	98	80%
	Disagree	24	21%	24	20%
12. I think it takes too long to get to school in the morning.[1]	Agree	31	34%	57	58%
	Disagree	60	66%	41	42%
13. I think it takes too long to get home after school.[1]	Agree	53	58%	61	62%
	Disagree	38	42%	37	38%
14. I want to come back to PCGM/WCGM next year.	Agree	66	70%	85	75%
	Disagree	28	30%	28	25%

Note: Percentages are rounded to the nearest whole percent.

1 Asked only of those students agreeing with item 11.

Achievement

ITBS. Table 8 details ITBS results by grade level and minority status for students at PCGM and WCGM for the last three test administrations. Reading, language arts, math, science and social studies scores for the two schools and the KCMSD are displayed as percentile ranks

Table 8

Pitcher/Woodland Classical Greek Magnets
Iowa Tests of Basic Skills by
Grade and Minority Status
Spring 1989, 1990, 1991

School / Test / Grade	Baseline Year - 1989			Year 1 - 1990			Year 2 - 1991				
	Min.	Non-Min.	Total	Min.	Non-Min.	Total	Min.	Non-Min	Total	Dist.	Nat'l.
Pitcher											
Reading[1]											
First	37	56	52	56	67	64	41	55	48	53	50
Second	41	47	45	41	57	53	37	57	50	50	50
Third	31	49	43	26	35	31	32	37	35	44	50
Fourth	32	29	30	32	42	35	27	41	32	39	50
Fifth	34	55	47	30	31	30	31	55	40	40	50
Language											
Kindergarten	73	63	65	56	74	64	40	70	56	61	50
First	44	69	66	72	81	79	56	72	64	73	50
Second	60	69	64	65	72	70	53	74	66	64	50
Third	42	52	51	35	43	40	39	48	44	57	50
Fourth	46	35	38	41	43	42	33	46	38	49	50
Fifth	46	50	48	39	30	34	37	38	38	48	50
Math											
Kindergarten	93	73	76	72	87	78	40	74	55	64	50
First	29	60	55	50	66	62	34	62	48	65	50
Second	54	68	65	66	76	73	44	70	61	64	50
Third	41	58	52	31	41	37	32	42	38	48	50
Fourth	25	29	28	36	52	42	35	51	42	45	50
Fifth	29	43	37	33	30	32	37	55	43	41	50
Science[1]											
First	43	60	57	48	73	68	46	75	63	67	50
Second	31	45	41	58	64	62	35	64	56	58	50
Third	41	56	51	38	52	46	37	56	49	59	50
Fourth	39	46	44	41	55	46	39	52	45	55	50
Fifth	43	59	52	41	45	43	38	55	44	53	50
Social Studies[1]											
First	69	79	78	68	83	79	73	85	80	78	50
Second	42	68	63	64	72	70	58	80	74	69	50
Third	26	51	41	24	49	37	33	55	46	56	50
Fourth	24	30	28	35	41	37	38	51	43	52	50
Fifth	34	52	44	30	31	31	32	49	38	47	50
Woodland											
Reading[1]											
First	---	---	---	72	67	71	67	79	71	53	50
Second	---	---	---	26	37	30	45	62	50	50	50
Third	---	---	---	50	40	46	19	44	29	44	50
Fourth	33	44	37	20	44	28	31	40	35	39	50
Fifth	28	36	32	32	41	35	30	45	36	40	50

Table 8 (Continued)

Pitcher/WoodlandClassical Greek Magnets
Iowa Tests of Basic Skills by
Grade and Minority Status
Spring 1989, 1990, 1991

School / Test / Grade	Baseline Year - 1989			Year 1 - 1990			Year 2 - 1991				
	Min.	Non-Min.	Total	Min.	Non-Min.	Total	Min.	Non-Min	Total	Dist.	Nat'l.
Woodland (Cont.)											
Language											
Kindergarten	64	65	64	42	65	52	60	72	65	61	50
First	---	---	---	88	70	87	81	90	84	73	50
Second	---	---	---	40	50	45	48	72	51	64	50
Third	---	---	---	81	68	75	37	57	45	57	50
Fourth	51	50	51	35	58	44	54	52	53	49	50
Fifth	53	54	54	48	47	43	43	54	47	48	50
Math											
Kindergarten	79	84	80	63	81	70	61	78	67	64	50
First	---	---	---	72	58	71	86	92	88	65	50
Second	---	---	---	42	59	49	54	73	59	64	50
Third	---	---	---	63	55	60	24	44	31	48	50
Fourth	37	41	39	23	40	29	33	44	37	45	50
Fifth	38	44	41	34	40	36	27	35	30	41	50
Science[1]											
First	---	---	---	74	76	74	68	78	72	67	50
Second	---	---	---	18	77	30	39	66	46	58	50
Third	---	---	---	46	39	43	27	49	35	59	50
Fourth	50	54	52	33	45	38	41	56	47	55	50
Fifth	49	56	52	38	49	43	39	45	41	53	50
Social Studies[1]											
First	---	---	---	71	73	71	73	82	77	78	50
Second	---	---	---	37	80	50	63	80	67	69	50
Third	---	---	---	64	69	67	27	54	38	56	50
Fourth	49	53	51	31	54	39	41	53	47	52	50
Fifth	42	44	43	39	53	44	33	42	37	47	50

Note: Percentiles are converted from mean grade equivalents.

1 Kindergartners not tested.

converted from mean grade equivalents. Scores were also compared to the national norm (50th percentile). PCGM scores ranged from the 80th percentile rank in first grade social studies to the 32nd percentile rank in fourth grade reading, with 37% of the scores at or above the national norm, while WCGM scores ranged from the 88th percentile rank in first grade math to the 29th percentile rank in third grade reading with 44% of the scores at or above the national norm. Differences between PCGM scores and the district's ranged from five percen-

tile ranks above in second grade social studies to 17 below in first grade math. Differences between WCGM scores and the district's ranged from 23 percentile ranks above in first grade math to 24 below in third grade science.

When 1991 PCGM scores are compared to 1989, differences ranged from an increase of 15 percentile ranks in second grade science and fourth grade social studies to a 21 percentile rank decrease in kindergarten math, with 48% of the scores increasing. WCGM did not have first through third grades in 1989 so for those grade levels comparisons were made between 1990 and 1991, otherwise comparisons were made between 1989 and 1991. Differences ranged from an increase of 20 percentile ranks in second grade reading to a decrease of 30 percentile ranks in third grade language, with 56% of the scores increasing.

When 1991 scores are broken down by minority status, minority students scored lower than their non-minority counterparts. PCGM minority students' percentile ranks ranged from 73 in first grade social studies to 27 in fourth grade reading while non-minority scores ranged from the 85th percentile rank in first grade social studies to the 37th percentile rank in third grade reading. Scores for minority students ranged from one percentile rank below non-minority scores in fifth grade language to 34 below in kindergarten math. The differences, or gap, between minority and non-minority scores in 1991 decreased in 33% of the comparisons when contrasted to 1989.

WCGM minority students' 1991 percentile ranks ranged from 86 in first grade math to 19 in third grade reading while non-minority scores ranged from the 92nd percentile rank in first grade math to the 35th percentile rank in fifth grade math. Scores for minority students ranged from two percentile ranks above non-minority scores in fourth grade language to 27 below in second grade science and third grade social studies. The differences between minority and non-minority scores in 1991 decreased in 19% of the comparisons when contrasted to 1989 for kindergarten, fourth and fifth grades and 1990 for first, second and third grades. Caution is advised in interpreting the above results because of large differences between the number of minority and non-minority students taking the tests.

MMAT. The MMAT is a set of criterion referenced tests designed by the state and first administered in 1987. The tests are administered to students in grades three, six, eight and ten. Results of the MMAT for 1991 are presented for grade three in Table 9. Mean scale scores for reading/language arts, math, science and social studies are displayed for PCGM, WCGM, the district and the state of Missouri. According to the *MMAT Guide to Score*

Table 9

Pitcher/Woodland Classical Greek Magnets
Missouri Mastery and Achievement Tests
Average Scale Scores - Grade 3, Spring 1991

Test	PCGM	WCGM	District	State
Reading/Language Arts	276	249	274	321
Mathematics	266	252	289	326
Science	280	259	290	344
Social Studies/Civics	278	256	286	336

Interpretation and Use, (Missouri Department of Elementary and Secondary Education, 1991), meaningful strengths or weaknesses between groups can be determined using the average student error of measurement of 25. Using this criterion, PCGM scores were comparable to those of the district, but weak in comparison to state levels across all content areas. WCGM scores were comparable to those of the district in reading/language arts, but weak in math, science and social studies. Compared to the state, WCGM scores were weak across all content areas.

Extended Day

Program description. Extended Day Programs have been established at PCGM and WCGM with activities offered both before and after school. Before school, both programs offered breakfast and activities were generally supervisory. After school activities at PCGM included tutoring in reading, tutoring in math, basketball, art, swimming, computers, drama/drill team and leisure games. After school activities in the Extended Day Program at WCGM included tutoring, arts and crafts, sports and games and other supervised endeavors.

Participation. Extended Day Enrollment and racial composition results for PCGM and WCGM are presented in Table 10 by grade level for 1991. Students were included if they attended at least one Extended Day activity from September to May. Overall, 227 students, 63% of the student body, participated in the Extended Day Program at PCGM, while 179, or 40% of the student body, participated at WCGM.

The demographic make-up of the program at PCGM differed somewhat from that of the school overall. The percentage of minority students that participated in the program was 57% compared to 49% of the student body. At WCGM, the percentage of minority students participating in the program was 68% compared to 65% of the student body.

Table 10

Pitcher/Woodland Classical Greek Magnets
Extended Day Program Enrollment, 1991

School Session Grade	Minority N	 %	Non- Minority N	 %	Total
Pitcher					
A.M.					
Kindergarten	9	64%	5	36%	14
First	14	61%	9	39%	23
Second	13	48%	14	52%	27
Third	8	67%	4	33%	12
Fourth	12	52%	11	48%	23
Fifth	14	61%	9	39%	23
P.M.					
Kindergarten	14	54%	12	46%	26
First	20	59%	14	41%	34
Second	14	41%	20	59%	34
Third	14	47%	16	53%	30
Fourth	32	65%	17	35%	49
Fifth	25	71%	10	29%	35
Woodland					
A.M.					
Kindergarten	10	63%	6	38%	16
First	11	58%	8	42%	19
Second	9	56%	7	44%	16
Third	9	75%	3	25%	12
Fourth	12	80%	3	20%	15
Fifth	15	75%	5	25%	20
P.M.					
Kindergarten	11	65%	6	35%	17
First	7	54%	6	46%	13
Second	9	64%	5	36%	14
Third	5	63%	3	38%	8
Fourth	9	82%	2	18%	11
Fifth	14	78%	4	22%	18

Note: Percentages are rounded to the nearest whole percent.

Perceptions. Parents, identified as having children in the Extended Day Programs at the two schools, were asked if they believed the programs had sufficient stress on academics and if having an Extended Day Program influenced their choice of schools. Ninety-three percent of the parents at PCGM and 100% of the parents at WCGM agreed that the programs placed enough emphasis on academics, while 97% at PCGM and 100% at WCGM stated that having these programs influenced their choice of schools.

Of the students attending the Extended Day Programs at the two schools, 78% at PCGM and 80% at WCGM liked the activities in the program. Sixty-one percent of students at PCGM and 77% of students at WCGM said they believed the Extended Day Program would help their grades.

Summary and Recommendations

PCGM and WCGM have completed their second year of theme implementation with the end of the 1990-1991 school year. Enrollment, observation, perception and achievement data were examined to determine the degree and success of theme implementation. Also the enrollment and activities of the Extended Day Programs of both schools were presented and discussed.

Enrollment data indicate that the programs at PCGM and WCGM were close to capacity. WCGM's fourth grade was filled exactly to capacity, while the remaining grades at both schools were within 18 percentage points of capacity. PCGM's fifth grade and WCGM's third grade precisely met the desegregation goals, the percent of minority students in the remaining grades at both schools were within 15 percentage points. Most students at PCGM and WCGM in 1990 who could return in 1991 did so.

Site visits to both schools found evidence of theme implementation consisting of theme related displays and athletic equipment. Classroom observations documented the occurrence of major thematic components in classrooms. The instructional component was observed most frequently at both schools, 52% of the time at PCGM and 49% of the time at WCGM.

Teacher perceptions regarding PCGM's and WCGM's second year of program implementation were positive for the most part. Most of the teachers enjoyed teaching at their respective school. Areas of concern included climate of the schools and lack of parental involvement. More than half of the teachers at both PCGM and WCGM did not believe that the study of the classics would improve student achievement. At WCGM, less than 60% of the teachers believed they had enough time with their students to cover the basics, believed the physical education program was more extensive than at other elementary schools, believed students were benefiting from the physical education program and believed students had the opportunity to practice democratic principles. Teachers at PCGM listed the physical education program and classics as strengths of the program, while WCGM teachers mentioned the curriculum and theme. PCGM teachers cited discipline problems as a hindrance to program

implementation. To aid theme implementation in the future, WCGM teachers suggested a stronger administration, while PCGM teachers mentioned improved discipline.

The majority of parents were positive about PCGM and WCGM. Parents at both WCGM and PCGM were satisfied with their schools, believed that their school offered a quality education to all students, believed that their school offered a safe environment for their child and would recommend their school to other parents. Parents listed the location and information from the district as ways they found out about their respective schools. In addition, PCGM parents knew about the school because they attended it as children, while WCGM parents had children that already attended the school. Both sets of parents stated location was a major factor in their choice of schools.

Most students liked the physical education activities, agreed that there was a student government at their respective schools,agreed that their respective school was safe, and planned to return to their school next year.

Reading, language arts, math, science and social studies ITBS scores were presented by grade level for PCGM and WCGM. More than half the scores were above the national norm. When broken down by minority status, scores for minority students generally were below their non-minority counterparts. Large differences between the number of minority and non-minority students taking the tests prevent conclusions being drawn. Third grade MMAT scores for PCGM were comparable to district levels but below state averages across all content areas. WCGM's third grade scores were comparable to district levels in reading/language arts but weak in math, science and social studies. WCGM' scores were weak across all content areas when compared to state levels.

Extended Day Programs were in place at PCGM and WCGM, both before and after school. Activities were supervisory, tutorial or theme related. Sixty-three percent of the students at PCGM and 40% of the students at WCGM participated in at least one program activity. The percentage of minority students participating in the Extended Day Program at PCGM was 57%, while the percentage of minority students participating in the Extended Day Program at WCGM was 68%.

The following recommendations are offered based on findings presented in this evaluation:

1. Increase parental involvement at PCGM and WCGM. Although a large majority of parents from both schools agreed that their participation was encouraged, less than half of the teachers believed that parents were involved at their respective school.

2. Explore reasons why teachers are perceiving and rating theme infusion low at WCGM. Half of the teachers believe that the physical education program at WCGM is more extensive than at other elementary schools, a little more than half believed that students were benefiting from the physical education program and just over half agreed that students had the opportunity to practice democratic principles. When asked to rate how much each major component had been infused, WCGM teachers rated the physical education program as just under average infusion, while student government was rated just over average infusion. These are two very important components of the Classical Greek Theme, and teachers at WCGM rated them much lower that did PCGM teachers. One reason, of course, may be that these components are indeed being infused little. Perceptions of parents and students and classroom observations suggest another explanation.

3. Explore student behavior at PCGM and the handling of that behavior by administration, faculty and staff. When asked what hinders theme implementation 23% of the teachers mentioned student behavior. The problem may be that students are misbehaving or that PCGM teachers have high expectations. During observations, 1201 minutes involving 1518 students, of randomly selected classrooms at WCGM students were observed misbehaving four percent of the time.

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